

Texas Education Agency Standard Application System (SAS)

2016–2018 PreK Partnership Planning Grant		
Program authority:	The Child Care and Development Block Grant Act of 2014 (CCDBG Act) and Texas Education Code (TEC) §29.158.	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.	
Application deadline:	5:00 p.m. Central Time, October 25, 2016	Place date stamp here. <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Document Control Center 2016 NOV -7 PM 1:26 Texas Education Agency </div>
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Marnie Glaser: marnie.glaser@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Groesbeck ISD	147-902		
Vendor ID #	ESC Region #	DUNS #	
746001016	12	800472917	
Mailing address	City	State	ZIP Code
1202 N. Ellis	Groesbeck	TX	76642-

Primary Contact

First name	M.I.	Last name	Title
Keri		Thoele	Assistant Superintendent
Telephone #	Email address		FAX #
254-729-4100	k.thoele@groesbeckisd.net		254-729-2193

Secondary Contact

First name	M.I.	Last name	Title
Bryan		Moore	Assist. Supt for Finance
Telephone #	Email address		FAX #
254-729-4141	r.moore@groesbeckisd.net		254-729-5167

Part 2: Certification and Incorporation


I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Harold		Ramm	Superintendent
Telephone #	Email address		FAX #
254-729-4100	h.rramm@groesbeckisd.net		254-729-5167

Signature (blue ink preferred)

Date signed 11/04/2016


 Only the legally responsible party may sign this application.

701-16-109-007

Schedule #1—General Information

County-district number or vendor ID: 147-902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 147-902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Letter of Partnership Intent	A signed letter of intent from both parties; Local Education Agency and a Texas Rising Star 4 provider. See page 15 of the Program Guidelines for additional information.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 147-902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Districts or charter campuses will be required to initiate and implement a minimum of one contractual preK partnership with a TRS 4 provider/s within 6-18 months of receiving grant approval. If a minimum of one contractual agreement is initiated, a district or charter may also use the funding to expand SRI partnerships.
4.	Each contractual agreement for provision of preK 3 and 4 by private provider must include at least one of the following: a) District Charter b) District of Innovation c) Contract for Educational Services
5.	SRI expansion must include provision of: a) Curriculum and progress monitoring tool for prekindergarten students served in the private child care center b) Shared professional development and training for private child care center including but not limited to use of CLASS (Classroom Assessment Scoring System) and review of prekindergarten guidelines for improving teacher instruction
6.	Every grant application must include planning for at least one contractual agreement with a TRS 4 private provider and include a letter of intent signed by a TRS 4 provider to be considered for the grant.
7.	The applicant shall agree to contract with a TRS 4 provider for a minimum of 3 years given the private provider continues to maintain TRS 4 status and perform at identified levels of performance as agreed to within the contract.
8.	The applicant will use the grant funding to plan and implement a minimum of one 3 year contractual agreement with a TRS 4 private provider and, if intended, expand SRI partnerships.
9.	The applicant will use the grant funding, if intending to expand SRI, to include curriculum, professional development for private provider staff, and use of student progress monitoring in.
10.	The applicant will use the funding to implement use of the CLASS to inform instructional coaching to prekindergarten teachers.
11.	The applicant will use the funding to align or purchase curriculum for the private provider/s.
12.	The applicant will use the funding to provide early childhood professional development, that is being offered to district educators, to TRS 4 providers and other TRS 2 and TRS 3 level providers in the community.
13.	The applicant will use the funding to develop a sustainability plan for continuation and expansion of partnerships after the grant period.
14.	The applicant will use the funding to provide for a prekindergarten student progress monitoring tool within partner provider classrooms.
15.	The applicant will evaluate student outcomes with use of results from a Kindergarten Readiness assessment.
16.	The applicant will include students enrolled in 3 and 4 yr old private provider classrooms in the PEIMS data submission for the district.
17.	The applicant will implement the compliance and monitoring tool provided by Texas Education Agency a minimum of two times a year to assist with monitoring private providers for compliance and identification of effective practices.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 147-902

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 147-902

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 147-902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 147-902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 147-902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

H.O. Whitehurst Elementary School and the Kids Care Child Care Facility are applying for the PreK Partnership Planning Grant to create, implement and sustain a School Readiness Integration Model that includes high quality, developmentally appropriate, and rigorous curriculum; continuous monitoring of student progress in the classroom; and professional development, including mentoring, to promote student achievement with the goal of dramatically improving early literacy, language, mathematics, and social development skills. The goal is to successfully transition children from the Kids Kare Child Care Facility to the school setting. This grant project will benefit the at-risk population that it will serve. Research demonstrates that high-quality PreK increases at-risk children's chances of succeeding in school and in life. Children who attend high-quality programs are less likely to be held back a grade, less likely to need special education, and more likely to graduate from high school. They also have higher earnings as adults and are less likely to become dependent on welfare or involved with law enforcement (The Pew Charitable Trust, 2015).

Development of the budget: In the fall 2016, the Assistant Superintendent began soliciting feedback from stakeholders in the school district and the community regarding PreK Partnership Planning Grant. The District Education Improvement Committee (DEIC) composed of the Superintendent, representatives from the district-level, campus, community members, business leaders and parents of preschool children developed a comprehensive community and Campus Needs Assessment. Once the grant was announced this group provided guidance and insight during the planning stages and the development of this grant application by its members serving on various committees and deciding the essential components of the budget.

The budget committee, led by the Assistant Superintendent for Curriculum and Instruction, developed a comprehensive budget that would provide adequate: 1) personnel salaries to provide a certified teacher at Kids Care Child Care Facility; 2) shared professional development and training to include CLASS, Prekindergarten Guidelines, and Core Competencies for Practitioners and Administrators; 3) supplies; 4) research-based curriculum; 5) travel for teachers to attend state and national leadership programs. Once this tentative budget was developed, it was presented to the entire DEIC for input and approval.

Demographics of campus – H.O. Whitehurst Elementary School has specific demographics that relate to the defined goals and purposes of the grant – expand access and service delivery to three and four-year old students. An average of 73% of students are Economically Disadvantaged. African American and Hispanic students compose over one-third of the students enrolled. Almost 20% of the families who have students enrolled in the PreK program live below the poverty level.

Educational attainment of parents is also low with 20.6% of adults over the age of 25 do not have a high school diploma and only 13.5% of the population have a Bachelor's degree. Although the average years of experience for teachers is 12.5 years, the STAAR test results reveal that these students are below both the state and regional averages in all core subject areas as they progress through higher grade levels. School Readiness assessments reveal that over half of the students that enroll in PreKindergarten are already 1.5 years behind developmentally. Teacher input through surveys and discussions indicate that teachers need "onsite" coaching and mentoring with an emphasis on content to improve their early childhood pedagogy and the way they can engage more students in learning (District Survey).

Needs assessment process – The DEIC believes that a comprehensive needs assessment is critical to the development of high-quality preschool school programs. Research supports that school districts that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change (Darling-Hammond 2015). The Campus Needs Assessments is done annually by the DEIC with input from specialists in the area of PreK and Early Childhood Education, including staff and parents of preschool children, monitored throughout the school year, and updated annually at the campus level through Leadership Teams. The process is driven through the DEIC and is composed of the Superintendent, representatives from the district-level, campus, community members, business leaders and parents of preschool students. The purpose of the Needs Assessment is to systematically review practices, processes, and systems within the school district and assist the DEIC in determining needs, examining their nature and causes, and setting priorities for future action. The needs assessment consequently will guide the development of meaningful district and campus planning each year and outlines benchmarks for evaluation. **The management plan** - Successful management of any program requires clear and efficient planning, coordination, and communication structure for all involved. Procedures for making decisions, initiating training, addressing services, feedback, increasing resources, monitoring, eliminating barriers and ensuring sustainability will be established by the DEIC. The DEIC will establish a Prekindergarten Partnership Planning Committee that will develop a Management Plan to include planning, financial accountability, human resource management, continuous performance measurement,

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 147-902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

evaluation and reporting all progress to all stakeholders. The Planning Committee will include the Superintendent of Schools, the Principal, teachers and staff. The oversight of the program will be managed and monitored by the Assistant Superintendent. The Assistant Superintendent will manage the day-to-day activities of the grant, be responsible for implementing the activities of the grant, develop a timeline of all grant activities with anticipated completion dates for each activity, develop strategies to keep all faculty and staff focused on the goals of the project, and organize the program components to ensure the program meets the needs of the students and teachers. The Principal, however, will guide the team in analyzing student data, developing a school academic plan, monitoring cluster group operations and evaluating teachers. The Assistant Superintendent and the Principal will work to ensure that all components are in place, gather feedback, and offer recommendations for improvements. Detailed roles and responsibilities will be developed to ensure that the project is successfully implemented. In an effort to solicit feedback on an ongoing basis, the Assistant Superintendent will conduct meetings every month to analyze progress-monitoring data. The DEIC ensures that the Prekindergarten Planning Grant Program will receive consistent, high-quality management due to the "buy in" and support for this initiative from the Superintendent of Schools and the DEIC. Because H.O. Whitehurst Elementary has struggled academically, the superintendent recognizes that the Prekindergarten Planning Grant Initiative has the research-based components that have the potential to improve educator effectiveness and improve student achievement. This "hands-on" administrative involvement will foster the communication, interaction, and collaboration needed for a successful project. The evaluation design -will measure progress by applying systematic research methods to measure the implementation, fidelity, and outcomes. It will include formative and summative evaluation to assess the extent to which process measures, performance measures, and outcomes have been accomplished. The formative evaluation will focus on addressing whether or not activities are being implemented as planned. Ongoing findings will be compared to performance measures and benchmarks, project timeline, and adjustments will be made as needed. Baseline data for students and teachers will be collected immediately upon award. A rigorous, transparent, and equitable evaluation system for teachers and the principal will be implemented that take into account data on student growth as well as other factors such as multiple observation-based assessments of performance and ongoing collection of professional practice reflective of student achievement. Evaluation methods will include pre- and post-surveys of teachers and principals, observation rubrics of knowledge and practices of participating teacher. **All Statutory Requirements as well as TEA Requirements have been completely and accurately answered** – The DEIC has worked with the Superintendent to develop this **a plan** that will bring about improved educator quality and effectiveness, improved quality, effectiveness and efficiency of Prekindergarten and Early Childhood Program and improved student learning by meticulously analyzing and applying the Statutory and TEA requirements. **Ongoing commitment to the goals of this grant program** – As previously stated above, the superintendent and the DEIC have pledged their support and sustained leadership to the Prek Planning Partnership Grant project. Groesbeck ISD will employ every effort to sustain the program through a coordination of district, federal, state, community and school resources. Groesbeck ISD's general practices have always been to implement and sustain promising educational programs that are effective for all learners to succeed academically and will continue to do so with the the PreK Partnership Planning Grant. In addition, sustainability will begin with a strong evaluation to measure ongoing program and student achievement.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 147-902				Amendment # (for amendments only):		
Program authority: The Child Care and Development Block Grant Act of 2014 (CCDBG) and Texas Education Code (TEC) §29.158						
Grant period: February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.				Fund code/shared services arrangement code: 203/292		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Pre- Award Cost
Schedule #7	Payroll Costs (6100)	6100	\$115,440	\$	\$115,440	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$25,250	\$	\$25,250	\$
Schedule #9	Supplies and Materials (6300)	6300	\$76,500	\$	\$76,500	\$
Schedule #10	Other Operating Costs (6400)	6400	\$6,000	\$	\$6,000	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$
Total direct costs:			\$223,190	\$0	\$223,190	\$
1.927% indirect costs (see note):			N/A	\$4,300	\$4,300	\$
Grand total of budgeted costs (add all entries in each column):			\$223,190	\$4,300	227,490	\$
Shared Services Arrangement						
6493	Payments to member districts of shared services arrangements		\$	\$	\$	\$
Administrative Cost Calculation						
Enter the total grant amount requested:					\$227,490	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result.					\$11,375	
This is the maximum amount allowable for administrative costs, including indirect costs:						

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 147-902

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional					
1	Teacher	1		\$56,200	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
15	Family Engagement Specialist	1		\$35,000	\$
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$91,200	\$
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay (\$100 day x 10 teachers = \$1,000 x 5 days = \$5,000)		\$5,000	\$
20	6119	Professional staff extra-duty pay		\$	\$
21	6121	Support staff extra-duty pay		\$	\$
22	6140	Employee benefits		\$19,240	\$
23	Subtotal substitute, extra-duty, benefits costs			\$24,240	\$
24	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$115,440	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 147-902		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
1	Classroom Assessment Scoring System Training (CLASS) – teacher evaluation	\$4,250	\$
2	Teacher Coaching/Mentoring - best practices in early childhood instruction (the Institute for Public School Initiatives at the University of Texas at Austin, the Meadows Center for Preventing Educational Risk at the University of Texas at Austin, and the Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin)	\$10,000	\$
3	Core Competencies Training – teacher training in PreK instruction	\$3,000	\$
4	2 day Foundations (formerly CIRCLE) Training – instruction for teachers	\$8,000	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$25,250	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$25,250	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 147-902		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Pre-Award
6300	Total supplies and materials that do not require specific approval:	\$76,500	\$
Grand total:		\$76,500	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 147-902		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$6,000	\$
Grand total:		\$6,000	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 147-902			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 147-902

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total district enrollment:			1883	
Category	Number	Percentage	Category	Percentage
African American	24	14.7%	Attendance rate	94.7%
Hispanic	21	12.8%	Annual dropout rate (Gr 9-12)	NA%
White	111	68%	Students taking the ACT and/or SAT	NA%
Asian	3	.01%	Average SAT score (number value, not a percentage)	NA
Economically disadvantaged	427	73.7%	Average ACT score (number value, not a percentage)	NA
Limited English proficient (LEP)	39	6.7%		
Disciplinary placements	0	0%		

Comments

In the district there are 1883 (as of November 3, 2016).

5% of the 163 PreK students are American Indian.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	2	6.3%	No degree	0	0%
Hispanic	0	0%	Bachelor's degree	27	84.4%
White	30	93.7%	Master's degree	5	15.5%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	3	9.4%	Avg. salary, 1-5 years exp.	\$41,598	N/A
6-10 years exp.	9	28.1%	Avg. salary, 6-10 years exp.	\$46,342	N/A
11-20 years exp.	12	37.5%	Avg. salary, 11-20 years exp.	\$51,525	N/A
Over 20 years exp.	7	21.9%	Avg. salary, over 20 years exp.	\$59,522	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	163														163
Open-enrollment charter school															
Public institution															
Private nonprofit	28														28
Private for-profit															
TOTAL:	191														191

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	9														9
Open-enrollment charter school															
Public institution															
Private nonprofit	1														1
Private for-profit															
TOTAL:	10														10

Part 5: Campuses to Be Served with Grant Funds

Campus Name	Campus #	Selection Criteria
H.O. Whitehurst Elementary School	147902104	Only Campus that houses Prek grade/age students

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Schedule #13—Needs Assessment

County-district number or vendor ID: 147-902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Objective Needs Assessment Process – The DEIC believes that a comprehensive needs assessment is critical to the development of high-quality preschool programs. Research supports that programs that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change (Darling-Hammond 2012). Initially the DEIC created the **Best Beginnings Committee** comprised of parents, teachers, administrators from the campus and district level, community and business partners, and representatives from local Child Care Facilities. The purpose of this needs assessment is to systematically review current practices, processes, and systems as well as examine and analyze existing preschool programs. This needs assessment process was organized into committees with each focused on gathering and analyzing different data. The committees determine which data should be collected to provide the most information regarding the strengths and needs of the district. The needs assessment is the tool that guides meaningful planning for the needs of preschool students.

Process to identify and prioritize the needs: A School Profile (developed by the **Best Beginnings Committee**) was created by collecting baseline or comparison data across multiple years to identify patterns, trends, strengths, and the needs at H.O Whitehurst Elementary. A full scan of the school's environment provided information to be collected and analyzed for the needs assessment via the following prioritized activities: 1) Individual and group interviews with the superintendent, principal, assistant principal, counselor, teachers, parents and child care staff; 2) Pre-assessment survey feedback from stakeholders that included teachers, parents, and child care staffs; 3) Review of school data {PEIMS, TAPR, CIPs, lesson plans, etc.}; 4) progress monitoring assessments for Prek students, school readiness scores as well as benchmark assessments {aggregate for subgroups, student mobility, and attendance rates}; 5) Curriculum and instruction issues were examined, including alignment with Prekindergarten Guidelines ; 6) Professional development needs were assessed including the nature of professional development, planning time for teachers.

Needs of Working Families: Family and community involvement was examined through communication with parents about student achievement, their involvement in decisions at the school, supports systems provided to families and discussions of how the economy has caused hardship for both employed and unemployed parents. In each group discussion the gap between work and school schedules presenting working parents with the challenge of finding someone to care for their children was discussed in detail. The combination of lack of childcare for families in these communities and the cost (\$15 per hour) for sitters is simply not feasible for many working families in these schools and communities. According to parents, providing a quality after Pre-Kindergarten and child care programs for their children is the single most important way that the schools could help working families.

To measure the impact of quality PreK programs with student achievement in later grades, specialists in the field of early childhood evaluation performed a "GAP" Analysis to check the actual performance of students against the TEA Phase-In standards. The "Gap" Analysis produced a large list of needs from both H.O. Whitehurst Elementary and Kids Kare Child Care. Next, specialists with input from the **Best Beginnings Committee** determined if the needs were real, if they were worth addressing, and their importance and urgency was detailed. Causes for student performance problems were identified based on reoccurring trends and growth opportunities for staff were identified based on interviews with staff, surveys, and data collection. The recommendations from the Best Beginnings Committee were communicated to the DEIC and the prioritizing of needs was done by the entire in a combined meeting of the DEIC and the **Best Beginnings Committee** over numerous meetings. Each prioritized need was aligned to recommended activities that would make a great difference to preschool age children and families. The aligned needs and activities were developed and disseminated to the DEIC. Members of both groups (DEIC and **Best Beginnings Committee**) agreed to the needs and aligned activities and committed their support to expand access and service delivery models for three and four-year old prekindergarten.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 147-902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	There is a need to prepare low-income and at-risk children in the community to enter kindergarten on or above grade level and provide a successful transition for children from 4-Star childcare providers to PreK and beyond.	The grant will provide a certified teacher at the 4-Star childcare facility (Kids Kare) so that there is a continuation of a shared standard of quality of instruction, curriculum, and family engagement.
2.	There is a need to contract with experts in the field of Early Childhood for shared professional development and training of teachers and childcare staff.	The grant will provide funds for 2-day Foundations (formerly CIRCLE) training from the Children's Learning Institute at the University of Texas Health Science Center at Houston; other training will be provided by the Institute for Public School Initiatives at the University of Texas at Austin, the Meadows Center for Preventing Educational Risk at the University of Texas at Austin, and the Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin
3.	There is a need for a certified/degreed teacher in the Kids Kare Child Care Facility who will integrate scientifically based research (SBR) principles of effective early childhood education and a scientifically based reading research (SBRR) curriculum with key principles of literacy and language acquisition.	The grant will provide a certified teacher at the 4-Star childcare facility (Kids Kare) so that there is a continuation of a shared standard of quality of instruction, curriculum, and family engagement.
4.	There is a need for an observation instrument that assesses the quality of teacher-child interactions in center-based preschool classrooms.	The grant will provide funds to train lead teachers and administrators in The CLASS (Classroom Assessment Scoring System) which consists of 3 domains — emotional support, classroom organization, and instructional support.
5.	There is a need for a common curriculum and progress monitoring tool for prekindergarten students at H.O. Whitehurst Elementary and students served in the child care facility as well as books for children to take home to develop their own "library"	The grant will provide funds to purchase a common curriculum, progress monitoring tools, and take-home books for the 4-Star childcare facility so the quality and continuity of prekindergarten instruction at the childcare facility and the district PreK program will be aligned.

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Schedule #14—Management Plan

County-district number or vendor ID: 147-902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Assistant Superintendent	MS degree in related field; 5 years' experience in an educational or supervisory experience; experience in budget management, data reporting, and management information systems; and evaluation.
2.	Principal	MS degree in related field; 5 years' experience in or supervisory experience; experience in budget management, data reporting, and management information systems; and evaluation.
3.	Family Engagement Specialist	BS/BA in related field; strong communication, familiar with the community/support agencies; adaptable to the needs of the families; work flexible hours; 3 years' experience working in an education, social service, or family support setting with families that have diverse cultures and economic; ability to communicate in native language(s) of program recipients preferred.
4.	Children's Learning Institute	Consultants: Advanced degrees in Early Childhood; experience in training PreK teachers and Child Care staff in Foundations (formerly CIRCLE Training); experience working with students & training adults; knowledge of in-depth early literacy skills.
5.	CLASS Consultant	Consultants: Classroom Assessment Scoring System trainers will have at least 3 years' experience in the CLASS system and the ability to teach teachers and administrators.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Expand Access to 3 & 4 year old PreK students	1. Develop a partnership with Kids Care Child Care	02/15/17	06/30/2018
		2. Develop MOU with Child Care Facility	02/15/17	06/30/2018
		3. Employ a certified teacher for child care facility	03/01/17	06/30/2018
		4. Organize a "kick off" meeting with all staff	03/10/17	03/11/2017
		5. Schedule training for staff	03/15/17	06/30/2018
2.	Identify PreK children and communicate services to community	1. Post announcement in local newspaper, webpage, FB	03/15/17	06/30/2018
		2. Hire Family Engagement Specialist (FES)	04/01/17	06/30/2018
		3. FES will contact low-income families in community	04/15/17	06/30/2018
		4. Schedule informational meetings for families	04/15/17	06/30/2018
		5. Hold informational meetings for families	05/01/17	06/30/2018
3.	Offer full-day, full year services to low income families	1. Announce grant award	02/15/17	06/30/2018
		2. Analyze curriculum from child care facility & PreK classes	03/01/17	06/30/2018
		3. Review lesson planning for curriculum	03/01/17	06/30/2018
		4. Analyze student data available from child care facility	03/01/17	06/30/2018
		5. Schedule training for child care staff	03/15/17	06/30/2018
4.	Implement proven school readiness components-curriculum & PM	1. Review existing PreK curriculum in each classroom	04/01/17	06/01/2017
		2. Curriculum consultants will update and train staff	05/01/17	06/30/2018
		3. Make sure 3 hrs. of cognitive instruction is being provided	03/01/17	06/30/2018
		4. Review curriculum and progress monitoring tool	03/01/17	06/30/2018
		5. CLASS training and Trainer of Trainers Model	05/20/17	06/30/2018
5.	Develop a PreK program that is sustainable after the planning grant.	1. Contract with TRS 4 provider for 3 years	02/15/17	06/30/2018
		2. Expand SRI - curriculum, PD, and progress monitoring	12/01/18	06/30/2018
		3. Provide PD that is offered to district educators to TRS 4	03/15/17	06/30/2018
		4. Develop a sustainability plan for continuation & expansion	04/01/17	06/30/2018
		5. Utilize compliance and monitoring tools from TEA	03/15/17	06/30/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 147-902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, GISD has created an advisory committee (**Best Beginnings Committee**) from members on the District Education Improvement Committee (DEIC) comprised of students, parents, participating teachers, administrators from the campus and district level, and community and business partners. The purpose of the **Best Beginnings Committee** is to monitor program implementation, make adjustments when necessary, serve on the DEIC, and report the changes that have been approved. The **Best Beginnings Committee** is composed of representatives from the campus, Kids Kare Child Care Facility, parents, and community members. In quarterly meetings, the **Best Beginnings Committee** provides oversight by: 1) meeting on a quarterly basis with the principal to monitor progress, review stated benchmarks toward performance measures and evidence of improvement; 2) feedback that has been solicited from staff, external consultants, and partners is reported to the CIT; 3) program satisfaction for programs new to the district that has been solicited through interviews and surveys (educators, students, parents, and partners) and academic performance of students monitored every six weeks is reported to the CIT; 4) on-going assessment of proposed objectives are reassessed every quarterly (if needed); and 5) regular evaluation results are reviewed and recommended program modifications are implemented to increase the effectiveness of the program. Multiple data collection methods and strategies are used to determine whether or not the specific project is being implemented according to set and approved guidelines, what the strengths and barriers to success are and what types of improvements needs to be made to increase program effectiveness. The Assistant Superintendent is the position responsible for ensuring that all monitoring procedures are implemented and the results of the quarterly meetings are reported to each school community and the funding agency, if required. This Best Beginnings Committee serves as the vehicle through which a diversity of voices and feedback is obtained, ensuring continuous improvement in the operation of the project. The Assistant Superintendent maintains minutes from the meetings and copies of all documentation. This information is used for monitoring implementation and effectiveness of this project. These records of changes approved by the committee are made available to school staff and to the public through the district website, the local newspaper and are available in the Superintendent's office at each district.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The local Head Start Program in the community closed prior to the 2014-15 school year and the DEIC recommended to the Board of Trustees that a 4-year old program be added. The next school year the 3-year old program was added. *Because of this prior experience*, all stakeholders have been committed to and confident of sustaining the program once the grant period has passed. Since the fall 2014, the DEIC has discussed all aspects of the developing a sustainable Prekindergarten Program for low-income 3 and 4-year-old children. Much time and discussion has been given to sustaining the programs after funding ends. The DEIC studied the research done by The Finance Group (2010) and examined interviews with current and former TEEM grantees that have had success with sustainability. Although no state data exists, this study noted that 90% of the programs have sustained programming with more limited funds but the same scope and quality. The DEIC proposed a tentative sustainability plan: 1) the external evaluation would be done every 3 years instead of each year; 2) investments in programs, materials, and technology will be made during the grant period that will outlive the grant cycle; 3) programming for parents/families will be reduced or taken over by partners; 4) summer programming would be reduced but not eliminated; 5) programs would rely more on volunteers (whose relationships were established during the grant period); 6) program staff would rely on paraprofessionals rather than teachers for some of the programming; 7) a fee would be charged to families based on a "sliding scale" based on federal Lunchroom Program criteria. During the grant period the DEIC agrees that sustainability should be a focus and the ADEIC has identified factors that will be critical to sustainability: 1) concentrate on making the partners truly collaborative and not just serve as vendors; 2) leverage funding from local district budgets, Title I, State Comp funds, and local foundations; 3) document the quality of the program so information will be available when seeking support beyond the grant period; 4) seek out "Champions"(leaders in the community) that will serve as a champion for the program by raising public awareness and leverage new sources of funding; 5) celebrate successes of the program and have these successes publicized so that citizens understand the importance of after school programs; 6) professional development opportunities for educators will be retained and used with students in future years; 7) the Superintendent and Board of Trustees will be kept well informed of all Program successes to guarantee that they are committed to institutionalizing the program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 147-902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Quantitative Evaluation: Student Academic Achievement	1.	All targeted students' readiness scores will increase by 10% from 2017 to 2018
		2.	75% of PreK students will master phonological awareness skills by 2018
		3.	School readiness checklist skills will increase by 10% from 2017 to 2018
2.	Quantitative Evaluation: Student Attendance	1.	Average daily attendance at child care facility will increase by 1% in 1 year
		2.	Surveys will show that 20% more parents understand importance of attendance
		3.	
3.	Quantitative Evaluation: Student Discipline	1.	Out of class time for discipline will decrease by 10% from 2017 to 2018
		2.	85% of students will have no documented discipline issues from 2017 to 2018
		3.	Student readiness skills will increase by 10% due to more time in class
4.	Qualitative Evaluation: Parent Surveys & Focus Groups	1.	75% of parents will rate the program "Excellent"
		2.	90% of parents will say they are satisfied with the early childhood program
		3.	
5.	Qualitative Evaluation: Observations	1.	100% of students are engaged in hands-on learning experiences
		2.	100% of the students will have at least 3 "take home" books to keep
		3.	100% of students who need interventions will receive "personalized instruction"

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process to collect data includes Benchmark scores, school readiness indicators, and reading and math readiness scores quarterly reporting, scheduled management team meetings, and evaluations after each activity. Changes in program activities will be reviewed and recommended as a result of themed and final year reports. Using a tiered-approach, quantitative and qualitative outcome components will be used in the evaluation process. **Quantitative measures** include required scheduled reports, attendance and discipline records, measurable decline of negative behaviors, satisfaction surveys, performance assessment data and number of times students and parents access the services. **Qualitative evaluation** methodologies such as interviews, surveys and focus groups will be utilized to determine if the project is being conducted in compliance with Prekindergarten Partnership Planning Grant requirements and the grant management plan. Data collection methodologies such as administrator observation and parent-teacher surveys will be used to assess program progress. Benchmark and TPRI scores will also be disaggregated and analyzed. The management team is charged with refining, improving and strengthening the program. Formative evaluation will begin during project development and will continue through the life of the project. The intent is to assess ongoing project activities and provide information to monitor and improve the project that includes strategies and activities that will involve all participants in the quantitative and qualitative assessment of each activity. This will ensure that program changes can be made to ensure that the quality of the program implementation is maintained. These strategies include measures designed to show gains in student learning and skills as well as evidence of program impact on all stakeholders. The Assistant Superintendent will communicate weekly with the Principal and teachers to ensure that programming sessions and activities are of high quality and relevant to the curricula. Ongoing collaboration and involvement will ensure that recommendations for program improvement are discussed in a timely manner and dealt with promptly. Continual input from stakeholders will ensure quality in all activities and products. The Assistant Superintendent will provide monthly briefing and the findings will be made available to the Principal and Child Care Director and other interested stakeholders, sharing formative data. Findings will also be made available to school staff and to the public through the district website, the local newspaper, and are available in the Superintendent's office.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 147-902			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 147-902

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 147-902

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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